



April 5, 2021

Dr. James D. Fielder, Jr.
Secretary of Maryland Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

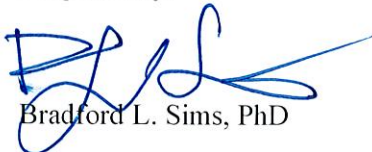
Dear Dr. Fielder,

Capitol Technology University is requesting approval to offer a **Doctor of Philosophy (Ph.D.) in Military Leadership**. The degree curriculum will be taught using the existing faculty at our university and will be supported by the development of new courses. The mission of Capitol Technology University is to provide a practical education in engineering, computer science, information technology, and business that prepares individuals for professional careers and affords the opportunity to thrive in a dynamic world. A central focus of the university's mission is to advance practical working knowledge in areas of interest to students and prospective employers within the context of Capitol Tech's degree programs. The university believes that a **Ph.D. in Military Leadership** is consistent with this mission.

The requirement exists now for a doctorate to provide opportunities for military leaders in advanced research at the highest level in Military Leadership. This program is in response to that need. The **Ph.D. in Military Leadership** degree is primarily for experienced, senior military leaders, veterans, and civilians (who directly support senior military leaders) who desire to advance in their careers by earning a doctoral degree.

We respectfully submit for approval a **Doctor of Philosophy (Ph.D.) in Military Leadership**. The required proposal is attached as well as the letter from me, as university president, confirming the adequacy of the university's library to serve the needs of the students in this degree.

Respectfully,



Bradford L. Sims, PhD



April 5, 2021

Dr. James D. Fielder, Jr.
Secretary of Maryland Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder,

This letter is in response to the need for confirmation of the adequacy of the library of Capitol Technology University to support the proposed **Doctor of Philosophy (Ph.D.) in Military Leadership**. As president of the university, I confirm that the library resources, including support staff, are more than adequate to support the **Ph.D. in Military Leadership**. In addition, the university is dedicated to, and has budgeted for, continuous improvement of its library resources.

Respectfully,

Bradford L. Sims, PhD



Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

| | |
|---------------------------------|-------------------------------|
| Institution Submitting Proposal | Capitol Technology University |
|---------------------------------|-------------------------------|


Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

| | | |
|---|------------------|--------------------------|
| Payment <input checked="" type="radio"/> Yes Payment <input type="radio"/> OR *STARS | Payment \$850.00 | Date Submitted: 4/5/2021 |
| Submitted: <input type="radio"/> No Type: <input checked="" type="radio"/> Check | Amount: | |

| | | |
|--|--|--------------|
| Department Proposing Program | Department of Doctoral Programs | |
| Degree Level and Degree Type | Doctor of Philosophy (Ph.D.) | |
| Title of Proposed Program | Ph.D. in Military Leadership | |
| Total Number of Credits | 60 | |
| Suggested Codes | HEGIS: 1801.00 | CIP: 28.0602 |
| Program Modality | <input type="radio"/> On-campus <input checked="" type="radio"/> Distance Education (<i>fully online</i>) | |
| Program Resources | <input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources | |
| Projected Implementation Date | <input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2021 | |
| Provide Link to Most Recent Academic Catalog | URL: https://www.captechu.edu/current-students/academic-resources | |

| | |
|-------------------------------------|---|
| Preferred Contact for this Proposal | Name: Dr. Soren Ashmall |
| | Title: Director, New Programs |
| | Phone: (571) 332-4344 |
| | Email: spashmall@captechu.edu |

| | |
|--|--|
| President/Chief Executive | Type Name: Dr. Bradford Sims |
| | Signature:  Date: 4-5-21 |
| Date of Approval/Endorsement by Governing Board: | |

Revised 1/2021

PROPOSAL FOR:

- ☒ **NEW INSTRUCTIONAL PROGRAM**
☐ **SUBSTANTIAL EXPANSION/MAJOR MODIFICATION**
☐ **COOPERATIVE DEGREE PROGRAM**
☒ **WITHIN EXISTING RESOURCES** or ☐ **REQUIRING NEW RESOURCES**



CAPITOL
Technology University

Institution Submitting Proposal

Fall 2021

Projected Implementation Date

**Doctor of Philosophy
(Ph.D.)**

Award to be Offered

1801

Suggested H.E.G.I.S. Code

**Doctor of Philosophy in
Military Leadership**

Title of Proposed Program

28.0602

Suggested C.I.P. Code

Doctoral Programs

Department of Proposed Program

Dr. Ian McAndrew

Name of Department Head

Dr. Soren Ashmall
Director, New Programs

spashmall@captechu.edu
Contact Email Address

571-332-4344
Contact Phone Number

 **4-5-21**
Signature and Date

President/Chief Executive Approval

APRIL 5, 2021
Date

Date Endorsed/Approved by Governing Board

**Proposed Doctor of Philosophy in Military leadership
Department of Doctoral Programs
Capitol Technology University
Laurel, Maryland**

A. Centrality to Institutional Mission and Planning Priorities:

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

Doctor of Philosophy in Military Leadership Program Description:

The **Doctor of Philosophy (Ph.D.) in Military Leadership** degree is a unique doctorate designed for today's military leaders who must thrive in an ever-increasing world of conflict and technological complexity. The **Ph.D. in Military Leadership** program provides students with the opportunity to conduct extensive and sustained original research at the highest level in the field of Military Leadership. The **Ph.D. in Military Leadership** also meets the demands of military and civilian personnel who are focused on the advancement, expansion, and support of military leaders nationally and internationally. The **Ph.D. in Military Leadership** is for current leaders in the field who desire to elevate their skills to the highest level and to contribute to the body of knowledge in Military Leadership.

The proposed **Ph.D. in Military Leadership** degree is for current professionals in the field, including active-duty military, retired veterans, and civilians. The degree provides a path for students to research the unique aspects of leadership in a military environment. The University is in a highly advantageous position to give those students an avenue to pursue a deep proficiency in this area using an interdisciplinary methodology, advanced courses, and dynamic faculty. Graduates will contribute significantly to the Military Leadership field through the creation of new knowledge and ideas. The **Ph.D. in Military Leadership** program is a doctorate by research where students will be able to quickly explore military leadership in-depth and engage in research and publishing.

The **Ph.D. in Military Leadership** program is for experienced professionals in the Military Leadership field with an appropriate master's degree and professional experience. A student with an appropriate master's degree and no professional experience may be able to enter the program by exception, but it would be a unique case. There is a requirement for all students to have a direct link to the military in the United States or abroad. During the program, students will conduct original research in an approved area of Military Leadership. Successful completion of the program culminates in the award of the **Doctor of Philosophy (Ph.D.) in Military Leadership** degree.

The completion of the **Ph.D. in Military Leadership** program requires the student to produce, present, and defend a doctoral dissertation after receiving the required approvals from the student's Committee and the Ph.D. Review Board, which includes the Director of Doctoral Programs, Dean of Doctoral Programs, and a leading international military expert. There are two options for completion of the **Ph.D. in Military Leadership** program. Under the dissertation option, the student will produce, present, and defend a doctoral dissertation after receiving the

required approvals from the student's Committee and the Ph.D. Review Board. Under the publication option, the student will produce, present, and defend their original doctoral research after receiving the required approvals from the student's Committee and the Ph.D. Review Board. The student must also publish three works of original research in a scholarly peer-reviewed journal(s) of high stature. Two of the three published works may be in a peer-reviewed conference proceeding if the conference is international and approved by the Dean of Doctoral Programs. A student will also produce an exegesis culminating in the work for their defense.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Capitol Technology University operates on four strategic goals:

- 1. Expand Educational Offerings, Increase Program Completion:** *Capitol Technology University is an institution that offers career-relevant curricula with quality learning outcomes. The strategy includes continuing to expand educational offerings, increasing program completion, and raising learner qualifications and outcomes.*
- 2. Increase Enrollment and Institutional Awareness:** *Capitol will accelerate its goal pursuit to become more globally renowned and locally active through student, faculty and staff activities. Enrollment will grow to 650 undergraduates, 350 masters' students and 250 doctoral candidates.*
- 3. Improve the Utilization of University Resources and Institutional Effectiveness While Expanding Revenue:** *Capitol will likely continue to be 80% financially dependent on student tuition and fees. We plan to enhance our resources by expanding the range and amount of funding from other streams and aligning costs with strategic initiatives.*
- 4. Increase the Number and Scope of Partnerships:** *Capitol's service to our constituents and sources of financial viability both depend upon participation with continuing and new partner corporations, agencies, and schools.*

The proposed **Ph.D. in Military Leadership** program supports all the University's four strategic goals. The proposed degree builds upon the existing areas of degrees at the undergraduate level: B.S. in Astronautical Engineering, B.S. in Aviation Professional Pilot, B.S. in Computer Engineering, B.S. in Computer Engineering Technology, B.S. in Computer Science, B.S. in Construction Information Technology and Cybersecurity, B.S. in Construction Management and Critical Infrastructure, B.S. in Construction Safety, B.S. in Counterterrorism, B.S. in Cyber Analytics, B.S. in Cybersecurity, B.S. in Data Science, B.S. in Electrical Engineering, B.S. in Electrical Engineering Technology, B.S. in Engineering Technology, B.S. in Facilities Management and Critical Infrastructure, B.S. in Information Technology, B.S. in Management of Cyber and Information Technology, B.S. in Mechatronics Engineering, B.S. in Mechatronics and Robotics Engineering Technology, B.S. in Mobile Computing, B.S. in Professional Trades Administration, B.S. in Software Engineering, and B.S. in Technology and Business Management, B.S. in Unmanned and Autonomous Systems, and B.S. in Web Development.

The proposed degree also supports the existing areas of degrees of graduate study, including the Master of Business Administration (M.B.A.), Master of Science (M.S.) in Astronautical Engineering, M.S. in Aviation, M.S. in Aviation Cybersecurity, M.S. in Computer Science, M.S. in Construction Cybersecurity, M.S. in Construction Safety, M.S. in Critical Infrastructure, M.S.

in Cyber Analytics, M.S. in Cybersecurity, M.S. in Information Systems Management, M.S. in Engineering Technology, M.S. in Internet Engineering, M.S. in Product Management, M.S. in Unmanned and Autonomous Systems Policy and Risk Management, Technical Master of Business Administration (T.M.B.A.) in Business Analytics and Data Science, and T.M.B.A. in Cybersecurity, Doctor of Science (D.Sc.) in Cybersecurity, Doctor of Philosophy (Ph.D.) in Artificial Intelligence, Ph.D. in Aviation, Ph.D. in Business Analytics and Data Sciences, Ph.D. in Construction Science, Ph.D. in Counterterrorism, Ph.D. in Critical Infrastructure, Ph.D. in Cybersecurity Leadership, Ph.D. in Emergency and Protective Services, Ph.D. in Human Factors, Ph.D. in Manufacturing, Ph.D. in Occupational Health and Safety, Ph.D. in Operational Technology, Ph.D. in Product Management, Ph.D. in Quantum Computing, Ph.D. in Real Estate Management, Ph.D. in Technology, Ph.D. in Technology/M.S. Research Methods Combination Program, and Ph.D. in Unmanned Systems Applications.

The University's programs have prepared professionals for the rapid advances in information technology, intense global competition, and increasingly sophisticated technological environments for decades. The **Ph.D. in Military Leadership** follows that tradition.

The proposed **Ph.D. in Military Leadership** is fully supported by the University's Vision 2025 and Strategic Plan 2017-2025. Funding to support the **Ph.D. in Military Leadership** is already available within the existing budget.

The University has active partnerships in the private and public areas (e.g., Parson Corporation, Leidos, Patton Electronics, Lockheed Martin, Northrup Grumman, Cyber Security Forum Initiative, Internal Revenue Service, and National Cryptologic School). The **Ph.D. in Military Leadership** degree will provide new opportunities for partnerships. The increase in alliances and the placement of our graduates in our partner institutions will serve to expand the University's enrollment and reputation. While additional students will increase financial resources, new partnerships, and grants in the Military Leadership field will diversify and increase financial resources.

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)**

Capitol Technology University will support the proposed program through the same process and support level as the University's existing programs. The University has also budgeted funds to support program and course development, online support, office materials, travel, professional development, and initial marketing. There is no substantial impact to the institution due to the advanced budgeting of these funds. If approved, the program will be self-sustaining going forward.

4. **Provide a description of the institution's commitment to:**

- a. **Ongoing administrative, financial, and technical support of the proposed program**

The proposed degree is an integral part of the University's Strategic Plan for FY 2017-2025 and forward. The institutional and departmental budgets for FY 2021-2022, as well as the forecasted budgets going forward, include funding for the administrative, financial, and technical support of the new degree.

- b. Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

Capitol Technology University is fully committed to continuing the proposed **Ph.D. in Military Leadership** degree program for a sufficient period to allow enrolled students to complete the program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

- 1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

- a. The need for advancement and evolution of knowledge.**

A web article on the SOFREP website by Leah Zitter, “The US Army Has a Leadership Problem,” provides an inside look on how soldiers and U.S. Air Force Airmen view their leadership as well as their beliefs on what needs to be done to improve military leadership. Zitter’s article provides an unvarnished view of leadership problems in the military and highlights the need for advancements and an evolution of knowledge in the field.

The US military is good at many things, but conspicuously bad at management. Its most recent survey found that the Army’s leadership skills are abominably low, marked by poor communication skills, little vision for the future, and discouragement of risk-taking.

More than half of active duty junior officers reported they’d love to hop the army after 20 years of service. So morale scrapes bottom, with the Air Force — short 2,000 pilots — suffering the most. On top of that, soaring levels of stress from personnel and resource shortages and shoddy training or instructions contribute to high turnover and disillusionment.

On the plus side, soldiers trusted their supervisors (92%), valued their jobs (92%) and proudly identified with their units (89%).

The 2016 Center for Army Leadership Annual Survey of Army Leadership (CASAL) found only 5% of Army leaders toxic in that their influences were counterproductive. Though leaders are generally well-meaning and dedicated, the military environment engenders conformity and discourages wild, creative, out-of-the-box thinking.

In May 2018, one Air Force officer penned an anonymous op-ed where he criticized the system for stifling creativity and talent. Under the current system, officers must slog the given track for promotion, or they’re discarded after 20 years. Those who finish early are called “high-potential officers” and shouldered with a power that’s beyond their capacity. The system mistakes docile troops for warriors, discourages risk-taking and constructive feedback, and rejects iconoclasts who could profit the military with their creativity.

Describing himself as someone who “[has] a deep love for our Air Force and a concern about its future and that is exactly why I am writing this”, pseudonymous Col. “Ned Stark” ended, “I hold out hope the system can change to enable the Air Force to promote the best leadership as the rule instead of the exception.

(Source: <https://sofrep.com/news/the-us-army-has-a-leadership-problem/#:~:text=The%20US%20military%20is%20good,and%20discouragement%20of%20risk%2Dtaking.>)

The issues with military leadership become profound at the senior leadership level, especially when retirement is looming. On the watchdog site POGO, Dan Grazier and Liz Hempowicz expose the weaknesses in their web article, “The Military’s Leadership Problem.”

News about the F-35 nearly always focuses on technical issues: what is working or not at that particular time. Constant reporting along those lines sets the narrative that at the most fundamental level, the F-35 program’s faults are the result of deeply flawed technologies. Longtime readers know the Project On Government Oversight and its Center for Defense Information is as guilty of this as anyone. But that reporting leaves out the real fundamental issue: a leadership problem closely tied to the infamous “revolving door” between the military’s senior ranks and defense contractor boardrooms.

The Revolving Door

Why do senior Pentagon leaders demonstrate such poor leadership? The culture of the senior ranks certainly plays a big part. National security journalist Thomas Ricks wrote about this in his book, *The Generals*. He described how most senior officers today aspire to be viewed as “good guys.” Andrew Bacevich, a retired Army colonel and historian, described the type this way:

“The good guy projects the right attitude, strikes the right pose, and recites all the right clichés. Good guys are team players. They don’t rock the boat. They get ahead by going along. In practical terms, demonstrated adherence to orthodoxy becomes the premier qualification for admission. Heretics need not apply.”

Perhaps the fastest way for an officer to be ostracized from this exclusive fraternity is to do anything to interrupt the smooth transfer of taxpayer dollars from the Treasury through the Pentagon into the coffers of a defense contractor—say by raising questions about the need for or the efficacy of a Service’s new pet weapons program. An officer doing so would doubtlessly offend his team-playing superiors within the Service, risking promotions and desirable assignments. An officer who did so would also find few defense contractors willing to offer lucrative sinecures upon his or her retirement. Air Force Colonel Jim Burton, of Pentagon Wars fame, is the most famous example of what happens to an officer who violates the code of silence.

Because of course it is only a coincidence that Raytheon elected retired Marine General James Cartwright to its board six months after he retired and a mere two years after he came to the rescue of the Raytheon-built JLENS, the failed \$2.7 billion balloon-based radar system that famously went for an off-the-leash joyride over Pennsylvania in October 2015. This program consumed 17 years’ worth of time, effort, and money with little to show for it other than the amusing headlines. The Army deactivated the unit in June 2017.

And clearly it’s also coincidence that Northrop Grumman elected former Air Force Chief of Staff Mark Welsh to its board six months after he had retired and only a little more than a year after the Air Force selected Northrop Grumman for the B-21 bomber \$55 billion contract.

These are only two of the most recent and well-known examples of the Military-Industrial-Congressional Complex's "revolving door." This is where retired generals and admirals take highly paid positions in the defense industry. Their status as retired flag officers lends credibility and access to the companies.

As POGO reported in 2004 in *The Politics of Contracting*:

"The revolving door is a story of money, information, influence, and access—access that ensures that phone calls get through to policymakers and meetings get scheduled. The American taxpayer is left with a system that sometimes compromises the way the government buys goods and services from its contractors."

Senior officers used to consider behavior like this to be deeply shameful. Following World War II, the most senior Army generals—George Marshall, Dwight Eisenhower, Douglas MacArthur, Hap Arnold, and Omar Bradley—all turned down many lucrative offers in the defense industry. Upon retiring after serving as Secretary of State and Defense, Marshall led the Red Cross. Eisenhower became President of the United States, but before that led Columbia University. Arnold created a think tank and wrote his memoirs. Bradley served on the board of the Bulova Watch Company. Even the imperious MacArthur went to work for a typewriter manufacturer.

Alas, those days are long gone.

(Source: <https://www.pogo.org/analysis/2017/09/militarys-leadership-problem/>)

The study, evolution, and advancement of junior, mid-grade, and senior leadership in the military can only be achieved with a holistic and cutting-edge approach, especially given the technologically complex environment of today's combat forces. Those advanced skills and strategies will be covered in this proposed degree.

b. Societal needs, including expanding educational opportunities and choices for minorities and educationally disadvantaged students at institutions of higher education.

Capitol Technology University is a diverse multiethnic and multiracial institution with a long history of serving minority populations. The University has a 51% minority student population, with 7% undisclosed. The Black/African American population is 34%. The university has a military/veteran population of 22%. The University also has a 22% female population – a significant percentage given its status as a technology institution. If approved, the proposed **Ph.D. in Military Leadership** will expand the field of opportunities for minorities and disadvantaged students.

c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

While Capitol Technology University is not a historically black institution, the university is a diverse multiethnic and multiracial institution with a long history of serving minority populations. The University has a 51% minority student population, with 7% undisclosed. The Black/African American population is 34%. The University has a military/veteran population of 22%. The university also has a 22% female population – a significant percentage given its status as a technology institution. If approved, the proposed **Ph.D. in Military Leadership** will expand the field of opportunities for minorities and disadvantaged

students. Given the substantial minority population of Capitol Technology University, it is also reasonable to assert that the **Ph.D. in Military Leadership** program will add to the base of minority participation in the Military Leadership field.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The 2017-2021 Maryland State Plan for Postsecondary Education articulates three goals for postsecondary education:

1. Access
2. Success
3. Innovation

Goal 1: Access

“Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.”

Capitol Technology University is committed to ensuring equitable access to affordable postsecondary education for all Maryland residents. The University meets its commitment in this arena through its diverse campus environment, admissions policies, and academic rigor.

The Capitol Technology University community is committed to creating and maintaining a mutually respectful environment that recognizes and celebrates diversity among all students, faculty, and staff. The University values human differences as an asset and works to sustain a culture that reflects the interests, contributions, and perspectives of diverse groups. The University delivers educational programming to meet the needs of diverse audiences. We also seek to instill those values, understanding, and skills to encourage leadership and service in a global multicultural society.

The composition of the University’s student body reflects the institution’s commitment to diversity. Capitol Technology University has a 51% minority student population, with 7% undisclosed. The Black/African American population is 34%. The University has a military/veteran population of 22%. The University also has a 22% female population – a significant percentage given its status as a technology university.

Achievement gaps: The University provides leveling courses in support of individuals attempting a career change to a field of study not necessarily consistent with their current skills. There are situations where undergraduate courses best serve student needs in subject areas. The University makes those courses available.

The University engages in diversity training for its institutional population, including students. Diversity and inclusiveness are built into the curriculum allowing graduates to operate effectively in a global environment. The University supports multiple diversity enhancing actions, including team projects and grants across degrees. This has proven effective at supporting numerous aspects of diversity.

Capitol Technology University does not discriminate on the basis of race, color, national origin, sex, age, sexual orientation, or handicap in admission, employment, programs, or activities.

Through its academic programs, Capitol Technology University seeks to prepare all of its graduates to demonstrate four primary characteristics:

- **Employability:** The ability to enter and advance in technical and managerial careers, appropriate to their level and area of study, immediately upon graduation.
- **Communications:** Mastery of traditional and technological techniques of communicating ideas effectively and persuasively.
- **Preparation of the Mind:** The broad intellectual grounding in technical and general subjects required to embrace future technical and managerial opportunities with success.
- **Professionalism:** Commitment to life-long learning, ethical practice, and participation in professions and communities.

The proposed **Ph.D. in Military Leadership** program and University Financial Aid will be available to all Maryland residents who qualify academically for admission. The University has successfully managed to support Financial Aid for its students since its founding in 1927.

The **Ph.D. in Military Leadership** program, with its academic rigor, will produce highly qualified Financial Cybersecurity leaders with the highest level of skills and abilities to advance their careers. The University has a proven record of rigorous high-quality education in all its degrees. Four accrediting organizations fully accredit the University. The University receives its regional accreditation from the Middle States Commission on Higher Education (MSCHE). The University also has specialized accreditation from the Accreditation Board for Engineering and Technology (ABET), National Security Agency (NSA), and Department of Homeland Security (DHS). The **Ph.D. in Military Leadership** program is consistent with the MSCHE criteria for regional accreditation to deliver high-quality higher education.

Goal 2: Success

“Promote and implement practices and policies that will ensure student success.”

The courses for the **Ph.D. in Military Leadership** degree will be offered online using the Canvas Learning Management System and Zoom. The University provides a tuition structure that is competitive with its competitors. The University tuition structure does not differentiate between in-state students and out-of-state students. The University’s Student Services provide advising, tutoring, virtual job fair attendance, and other activities supporting student completion and employment for both on-ground and online students.

Students receive information throughout the admissions process regarding the cost to attend the University. The information is also publicly available on the University website. The University’s Admissions Office and Office of Financial Aid identify potential grants and scholarships for each student. The Office of Financial Aid also provides plans for each student to reduce potential student debt. The net cost versus gross costs is identified clearly for the student. Students receive advising from Financial Aid Advisors before enrolling in classes for the first time. Admissions personnel, Student Services Counselors, and Departmental Chairs advise students of the need for academic readiness as well as the degree requirements. Academic Advisors also develop a specific success pathway for each student.

The University’s tuition increases have not exceeded 3%. The University also has a tuition guarantee for undergraduates, which means full-time tuition is guaranteed not to increase more

than 1% per year above the rate at the time of initial enrollment. The tuition remains at this rate if the student remains enrolled full-time without a break in attendance.

The University provides services and learning tools to guide students to successful degree completion. Programs such as Early Alert give the University's faculty and staff opportunities for early student intervention on the pathway to graduation. This program applies to all students regardless of the mode of course delivery or degree program. Capitol Technology University is also a transfer-friendly institution and participates in multiple programs for government and military credit transfer. Capitol Technology University participates in the Articulation System for Maryland Colleges and Universities (ARTSYS) and has numerous transfer agreements with local institutions at all degree levels.

The University has in place services, tutoring, and other tools to help ensure student graduation and successful job placement. The University hosts a career (job) fair twice a year. The University has an online career center available to all students covering such topics as career exploration, resume writing, job search techniques, social media management, mock interviews, and assistance interpreting job descriptions, offers, and employment packages.

The University also works with its advisory boards, alumni, partners, and faculty to help ensure the degrees offered at the University are compatible with long-term career opportunities supporting the state's knowledge-based economy.

Goal 3: Innovation

"Foster innovation in all aspects of Maryland higher education to improve access and student success."

Capitol Technology University's past, present, and future are inextricably intertwined with innovation. The University has a long tradition of serving as a platform for the use of new and transformative approaches to delivering higher education. New technology and cutting-edge techniques are blended with proven strategies to enable student success in all classroom modalities as well as in a successful career after graduation. As a small institution, Capitol Technology University has the agility to rapidly integrate new technologies into the curriculum to better prepare students for the work environment. The University designs curriculum in alliance with its accreditation and regulating organizations and agencies.

The University also employs online virtual simulations in a game-like environment to teach the application of knowledge in a practical hands-on manner. The University engages with a partner creating high-level virtual reality environments for use by students pursuing this degree. This use of current technology occurs in parallel with traditional, proven learning strategies. These elements of the University's online learning environment are purposeful and intended to improve the learning environment for both the student and faculty member. The approach is intentionally designed to increase engagement, improve outcomes, and improve retention and graduation rates. The University believes that innovation is the key to successful student and faculty engagement.

Example: The University engages its students in fusion projects that allow students to contribute their skills in interdisciplinary projects such as those in our Astronautical Engineering and Cyber Labs. In those labs, students become designers, builders, and project managers (e.g., to send a CubeSat on a NASA rocket) and data analysts (e.g., to analyze rainforest data for NASA). The University's students recently launched their latest satellite aboard a NASA rocket from a

location in Norway at the beginning of the 2020 Fall Semester. The University is also recruiting additional partners for the proposed **Ph.D. in Military Leadership** for which real-world projects will provide students integrative learning opportunities in the Military Leadership field.

The University also supports prior learning assessment. Portfolio analysis is available. The University accepts professional certifications for credit for specific courses. The University also allows students to take a competency exam for credit for required courses up to the current state limits.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

Graduates with the **Ph.D. in Military Leadership** degree will fill executive, top-level technical, and senior-level positions in the military, federal and state governments, and commercial companies (focused on the Defense sector) with a variety of titles such as:

- General
- Admiral
- Colonel
- Navy Captain
- Chief, Military Engagement and Liaison, Government Agency
- Vice President, Military Support
- Senior Director, Military Arms Sales
- Military Consultant
- Senior Scientist, Government Agency
- Military Subject Matter Expert
- Vice President, Military Affairs

Graduates from the proposed **Ph.D. in Military Leadership** will possess the highest knowledge in Military Leadership to serve as top leaders in their field. Graduates will also possess the required knowledge in Military Leadership to serve as a subject matter expert and form their own private company.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The U.S. Bureau of Labor Statistics (BLS) does not have a category yet for Military Leadership. The BLS only maintains statistics for U.S. active-duty officer personnel (by broad occupational group, military branch, and Coast Guard) and U.S. active-duty enlisted personnel (by broad occupational group, military branch, and Coast Guard). As a result, there are no concise government statistics for Military Leadership. However, the BLS shows there are 1,123,086 enlisted personnel and 240,725 officers in the U.S. Armed Forces as of March 2020. There are also millions of military personnel around the world in the militaries of other countries. The proposed doctoral degree is designed to address senior leaders' needs within Military Leadership over the next 25 years.

Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The U.S. Bureau of Labor Statistics (BLS) does not have a category yet for Military Leadership. The BLS only maintains statistics for U.S. active-duty officer personnel (by broad occupational group, military branch, and Coast Guard) and U.S. active-duty enlisted personnel (by broad occupational group, military branch, and Coast Guard). As a result, there are no concise government statistics for Military Leadership. However, the BLS shows there are 1,123,086 enlisted personnel and 240,725 officers in the U.S. Armed Forces as of March 2020. There are also millions of military personnel around the world in the militaries of other countries. The proposed doctoral degree is designed to address senior leaders' needs within Military Leadership over the next 25 years.

3. Data showing the current and projected supply of prospective graduates.

There are no doctoral degrees in Military Leadership in Maryland or the rest of the United States. The proposed **Ph.D. in Military Leadership** would be the first. As a result, there is no data on the current and projected supply of prospective graduates.

D. Reasonableness of Program Duplication

1. Identify similar programs in the State and/or the same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

There are no doctoral degrees in Military Leadership in Maryland or the rest of the United States. The proposed **Ph.D. in Military Leadership** would be the first. There are a small number of degrees in organizational leadership and public administration at the doctoral level. However, those degrees are much broader in scope and do not focus exclusively on Military Leadership. The University of Maryland Eastern Shore (UMES) has a Ph.D. in Organizational Leadership. The University of Baltimore (UB) offers a Doctor of Public Administration (D.P.A.). Hood College (HC) has a Doctor of Organizational Leadership (D.O.L.). However, UMES, UB, and HC do not offer a doctoral degree exclusively focused on Military Leadership. If approved, the proposed **Ph.D. in Military Leadership** would be the first such degree in the State of Maryland and the United States.

2. Provide justification for the proposed program.

The proposed **Ph.D. in Military Leadership** program is strongly aligned with the University's strategic priorities and is supported by adequate resources. The proposed **Ph.D. in Military Leadership** degree will strengthen and expand upon the existing technology, management, and applied engineering degree programs at the University. In addition, the **Ph.D. in Military Leadership** program will be an option for all students as the field integrates well with the market needs of the University's other programs. There is a thorough discussion of the need for the program in Sections B and C of this document.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs):

1. **Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.**

The University does not anticipate any impact on the implementation or maintenance of high-demand programs at HBIs. There are no Ph.D. programs, or other doctoral degrees, exclusively focused on Military Leadership in Maryland or the rest of the United States. The University of Maryland Eastern Shore (UMES) does have a Ph.D. in Organizational Leadership. However, the UMES degree is much broader in scope and breadth and does not focus exclusively on Military Leadership. The proposed **Ph.D. in Military Leadership** degree would be the first.

F. Relevance to the identity of Historically Black Institutions (HBIs):

1. **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

The University does not anticipate any impact on the uniqueness and institutional identities and missions of HBIs. There are no Ph.D. programs, or other doctoral degrees, exclusively focused on Military Leadership in Maryland or the rest of the United States. The University of Maryland Eastern Shore (UMES) does have a Ph.D. in Organizational Leadership. However, the UMES degree is much broader in scope and breadth and does not focus exclusively on Military Leadership. The proposed **Ph.D. in Military Leadership** degree would be the first.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. **Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

The University's New Programs Group established the proposed program through a rigorous review of unmet needs. The group includes selected representation from the University's faculty, administrators, and Executive Council. Please see Section I for a detailed list of the faculty's backgrounds and qualifications.

2. **Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

Learning Objectives:

1. Students will evaluate the need for improvements in Military Leadership within their country's armed forces.
2. Students will demonstrate advanced knowledge and competencies needed for the future in Military Leadership.
3. Students will analyze and synthesize theories, tools, and frameworks used in Military Leadership.
4. Students will execute a plan to complete a significant piece of scholarly work in Military Leadership.
5. Students will develop the skills to implement Military Leadership plans required to improve their country's armed forces now and in the future.

Learning Outcomes:

Upon graduation:

1. Graduates will incorporate the theoretical basis and practical applications of Military Leadership into their professional work.
2. Graduates will demonstrate the highest mastery of Military Leadership.
3. Graduates will evaluate complex problems, synthesize divergent/alternative/contradictory perspectives and ideas fully, and develop advanced solutions to Military Leadership challenges.
4. Graduates will contribute to the body of knowledge in the study of Military Leadership.
5. Graduates will be leaders in applying Military Leadership improvements to their country's armed forces.

3. Explain how the institution will:

a) Provide for assessment of student achievement of learning outcomes in the program

Capitol Technology University will assess student achievement of the learning outcomes per the regulations specified by the University's regional accreditation organization: the Middle States Commission on Higher Education (MSCHE).

Under MSCHE, the University will use Standard V, Educational Effectiveness Assessment, of the Standards for Accreditation and Requirements of Affiliation. Standard V requires:

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

(Source: <https://www.msche.org/standards/>, retrieved 7/22/2019)

Per the MSCHE's accreditation requirements, Capitol Technology University will measure Standard V by using the following criteria:

An accredited institution possesses and demonstrates the following attributes or activities:

1. [C]learly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
2. [O]rganized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
 - a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
 - b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further

education. They should collect and provide data on the extent to which they are meeting these goals;

c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;

3. [C]onsideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

- a. assisting students in improving their learning;
- b. improving pedagogy and curriculum;
- c. reviewing and revising academic programs and support services;
- d. planning, conducting, and supporting a range of professional development activities;
- e. planning and budgeting for the provision of academic programs and services;
- f. informing appropriate constituents about the institution and its programs;
- g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
- h. implementing other processes and procedures designed to improve educational programs and services;

4. [I]f applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and

5. [P]eriodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

(Source: <http://www.msche.org/wp-content/uploads/2018/06/RevisedStandardsFINAL.pdf>)

The University will also evaluate student achievement of the learning outcomes using the Quality Assurance Agency for Higher Education (QAA) Framework for Higher Education Qualifications and its related assessment tools. The following tables (on the next page) provide a high-level view of the QAA Qualification Frameworks for doctoral programs:

QAA Qualifications Framework for Ph.D.

4.18 Descriptor for a higher education qualification at level 8 on the FHEQ and SCQF level 12 on the FQHEIS: doctoral degree

The descriptor provided for this level of the frameworks is for any doctoral degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other level 8/level 12 qualifications.

Doctoral degrees are awarded to students who have demonstrated:

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

QAA Qualifications Framework for Ph.D. (Continued)

4.18.1 Doctoral degrees are awarded for the creation and interpretation, construction and/or exposition of knowledge which extends the forefront of a discipline, usually through original research.

4.18.2 Holders of doctoral degrees are able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding. Holders of doctoral degrees have the qualities needed for employment that require both the ability to make informed judgements on complex issues in specialist fields and an innovative approach to tackling and solving problems.

4.18.3 Doctoral programmes that may have a substantial taught element in addition to the research component (for example, professional doctorates), lead usually to awards which include the name of the discipline in their title (for example, EdD for Doctor of Education or DCLinPsy for Doctor of Clinical Psychology). Professional doctorates aim to develop an individual's professional practice and to support them in producing a contribution to (professional) knowledge.

4.18.4 The titles PhD and DPhil are commonly used for doctoral degrees awarded on the basis of original research.

4.18.5 Achievement of outcomes consistent with the qualification descriptor for the doctoral degree normally requires study equivalent to three full-time calendar years.

4.18.6 Higher doctorates may be awarded in recognition of a substantial body of original research undertaken over the course of many years. Typically a portfolio of work that has been previously published in a peer-refereed context is submitted for assessment. Most degree awarding bodies restrict candidacy to graduates or their own academic staff of several years' standing.

(Source: UK Quality Code for Higher Education, Part A: Setting and Maintaining Academic Standards, The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, October 2014)

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

Doctor of Philosophy in Military Leadership Program Description:

The **Doctor of Philosophy (Ph.D.) in Military Leadership** degree is a unique doctorate designed for today's military leaders who must thrive in an ever-increasing world of conflict and technological complexity. The **Ph.D. in Military Leadership** program provides students with the opportunity to conduct extensive and sustained original research at the highest level in the field of Military Leadership. The **Ph.D. in Military Leadership** also meets the demands of military and civilian personnel who are focused on the advancement, expansion, and support of military leaders nationally and internationally. The **Ph.D. in Military Leadership** is for current leaders in the field who desire to elevate their skills to the highest level and to contribute to the body of knowledge in Military Leadership.

The proposed **Ph.D. in Military Leadership** degree is for current professionals in the field, including active-duty military, retired veterans, and civilians. The degree provides a path for students to research the unique aspects of leadership in a military environment. The University is in a highly advantageous position to give those students an avenue to pursue a deep proficiency in this area using an interdisciplinary methodology, advanced courses, and dynamic faculty. Graduates will contribute significantly to the Military Leadership field through the creation of new knowledge and ideas. The **Ph.D. in Military Leadership** program is a doctorate by research where students will be able to quickly explore military leadership in-depth and engage in research and publishing.

Description of program requirements:

Entrance Requirements

To be accepted into the **Ph.D. in Military Leadership** program, students must have completed an appropriate master's degree with a cumulative GPA of no less than 3.0 on a 4.0 scale. Students must also possess a high level of experience in the field, or a closely related field, and show the academic promise of their future ability to produce original research of publishable quality (suitable for a scholarly peer-reviewed journal or publication and presentation of high stature).

Students must also provide a prospectus of at least 1000 words that details their existing expertise and preparation for success in conducting original research within Capitol Technology University's **Ph.D. in Military Leadership** program. International students are required to take the TOEFL and score at least 550 on the paper-based test or 79 on the internet-based test.

Degree Requirements:

The **Ph.D. in Military Leadership** program is designed for students with an appropriate master's degree and significant years of field experience. During the program, students will conduct original research in an approved area of study. Successful completion of the program culminates in the award of the **Doctor of Philosophy (Ph.D.) in Military Leadership** degree.

There are two options for completion of the **Ph.D. in Military Leadership** program. Under the thesis option, the student will produce, present, and defend a doctoral dissertation after receiving the required approvals from the student's Committee and the Ph.D. Review Board. Under the publication option, the student will produce, present, and defend their original doctoral research after receiving the required approvals from the student's Committee and the Ph.D. Review Board. The student must also publish three works of original research in a scholarly peer-reviewed

journal(s). One of the three published works may be in a peer-reviewed conference proceeding.

Degree Course Requirements:

The following is a list of courses for the **Ph.D. in Military Leadership** degree.

Doctor of Philosophy in Military Leadership

Courses

Total Credits: 60

MILITARY LEADERSHIP DOCTORAL CORE: 30 CREDITS

MIL-800 Military Leadership Research Background (6 Credits)

The student will focus on the study of the latest military leadership strategies, tactics, and developments. The student will synthesize the growing effect of current military leadership practices on military operations, national military-civilian relationships, and international relationships. The student will identify military leadership failures and areas for improvement. The faculty will directly support and mentor the exploration phase of the planning. Prerequisite: None.

MIL-810 Military Leadership Research Methodologies (6 Credits)

Under a Chair and committee, a student will continue evaluating the military leadership field. The student will also develop research methodologies and strategies suitable for understanding military leadership. The student will address the data sources, information, and intelligence to test a hypothesis or research question(s). The student will build upon MIL-800 in refining and developing their research task and plan.

MIL-820 Military Leadership Future Demands (6 Credits)

Under a Chair/Committee, the student will further research military leadership's future demands and explore specific research questions. Data collection and applications will be central to evaluating military leaders' needs in the short, medium, and long term. The literature review will be more specific in focus and direction at this stage.

MIL-830 Strategies for Military Leadership (6 Credits)

Under the Chair/Committee's direction, the student will undertake a robust and comprehensive analysis of the strategies for the growth and evolution of military leadership. The student's topic will gain a definitive direction. The student will develop a draft methodology. The student's Chair/Committee will review both to ensure the topic's scope is not too broad and the draft methodology is appropriate.

MIL-840 Military Leadership Research Proposal (6 Credits)

The student will produce a research proposal that is comprehensive in detail and planning. The research proposal will address the research topic, general problem, specific problem, purpose, research questions, limitations, delimitations, and timing plan. The doctoral student will then complete the research milestones according to the proposal and research plan. The student must gain IRB and ARB approvals by this stage.

**MILITARY LEADERSHIP DOCTORAL
RESEARCH AND WRITING: 30 CREDITS**

MIL-900 Military Leadership Doctoral Writing I (6 Credits)

The student will compose and complete Chapters 1 and 2 within the proposal's boundaries and research plan. The student will use the materials developed during the 800 series courses. The student's Chair/Committee will review Chapters 1-2. The Chair/Committee's approval is required for the student to advance. The Dean of Doctoral Programs will review any disagreements raised by the student's Chair/Committee.

MIL-910 Military Leadership Doctoral Writing II (6 Credits)

The student will compose and complete Chapter 3 (the methodology chapter that is robust and identifies all implications) according to the approved proposal. After receiving the necessary approvals, the student will conduct data collection and analysis activities consistent with the research plan.

MIL-920 Military Leadership Doctoral Writing III (6 Credits)

The student will compose and complete Chapter 4. The student will provide a complete and substantive presentation of the research results in Chapter 4. The student's Chair/Committee must review and approve Chapter 4 for the student to advance.

MIL-930 Military Leadership Doctoral Writing IV (6 Credits)

The student will compose and complete Chapter 5 and submit the work to the student's Chair/Committee. Students will also finalize all required elements of their research. The student's Chair/Committee must review and approve the complete document. The student's Chair/Committee will then submit the complete document to the University Reviewers and Ph.D. Review Board for approval. The student must receive approval from the University Reviewers and Ph.D. Review Board to advance.

MIL-940 Military Leadership Doctoral Defense (6 Credits)

Upon approval from the University Reviewers and Ph.D. Review Board, the student will prepare and deliver an oral presentation summarizing the body of research and defend the same through *viva voce* (i.e., oral examination). The student's Chair, Committee, and Ph.D. Review Board will confer to determine if the student has provided a sufficient and necessary final oral defense of the research.

5. Discuss how general education requirements will be met, if applicable.

N/A. This proposed degree is a graduate program.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

The program will be accredited regionally by Middle States Commission on Higher Education (MSCHE). The University will also evaluate student achievement of the learning outcomes using the UK Quality Assurance Agency for Higher Education (QAA) Framework for Higher Education Qualifications.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

The University will not be contracting with another institution or non-collegiate organization.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

The **Ph.D. in Military Leadership** program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, Learning Management System, availability of academic support services and financial aid resources, and costs and payment policies.

Curriculum, course, and degree information will be available on the university website and via email as well as regular mail (by request). The expectations for faculty/student interaction are available to students during virtual open house events, literature, website, etc. This information is also part of the material distributed for each course. Students receive guidance on proper behavior/interaction with their Department Chair and faculty members both in-person and online to facilitate a high-level experience. The technology competence level, required skills, and technical equipment requirements are part of the material distributed for each course. The technical equipment requirements are also listed on the university's website and provided to students in the Welcome Package.

The University's academic support services, financial aid resources, costs and payment policies, and Learning Management System are covered during the university's Open Houses, application process, Welcome Aboard process, Orientation sessions, Student Town Halls, and individual counseling.

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

The **Ph.D. in Military Leadership** program's advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available. The content for every new program is derived from the new program request sent to the Maryland Higher Education Commission is the source of the content for every new program at the University.

H. Adequacy of Articulation:

1. **If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

This program does not currently have articulation partners. However, the articulation process will work as it does for the University's current degrees. The University is very active with its transfer partners throughout the state and beyond. The goal of the University is to work with partners to make the transfer as seamless as possible and to maximize the student's transfer

credits as possible. There are University transfer admissions personnel to guide the student through the process.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11):

- 1. Provide a brief narrative demonstrating the quality of the program faculty. Include a summary list of the faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, or adjunct) and the course(s) each faculty member will teach.**

Almost all of the faculty listed below have been at the University for at least several years. Dr. Ashmall, Dr. Baker, Dr. Butler, Dr. Goodwin, Dr. McAndrew, and Dr. McCaskey are full-time faculty members. All of the faculty members hold terminal degrees. The University leadership is confident in the faculty's quality and abilities to provide a learning environment supportive of its goals for student success. The University will add additional Ph.D. qualified faculty as needed.

Instructors for the proposed **Ph.D. in Military Leadership** will be:

| | | |
|--|---|-------------------------|
| Dr. Soren Ashmall LtCol, USMC (Ret.) Full time | Ph.D. Technology M.A. Broadcast Journalism MOS 0202 Intelligence Officer MOS 2602 Signals Intelligence Officer/ Electronic Warfare Officer MOS 3450 Planning, Programming, & Budget Systems Officer MOS 8055 Information Management Officer Facilities Security Officer, National Industrial Security Program (NISP) | MIL 800 and 900 courses |
| Dr. Richard Baker Col, USAF (Ret.) Full time | Ph.D. Information Systems M.S. Computer Science B.S. Mathematics | MIL 800 and 900 courses |
| Dr. Dennis Beatty USN Civilian Adjunct | D.Sc. Information Assurance M.S. Information Technology B.S. Computer Science | MIL 800 and 900 courses |
| Dr. Malcolm Beckett Adjunct | D.B.A. Quality Systems Management in Homeland Security and Defense M.S. Information Systems Management B.S. Criminal Justice CISSP PMP | MIL 900 courses |
| Dr. William Butler Col, USMCR (Ret.) Full time | D.Sc. Cyber Security M.S. Strategic Studies B.S. Computer Science NSTISSI No. 4011 CNSSI No. 4012 NSTISSI No. 4015 CNSSI No. 4016 | MIL 800 and 900 courses |

| | | |
|--|---|-------------------------|
| Dr. Susan Goodwin Full time | Ph.D. Technology M.S. Security Studies, Cybersecurity Concentration M.S. Information Technology Graduate Certificate Network Security B.S. Computer Science American Society for Quality - Certified Software Quality Engineer Raytheon Six Sigma Specialist CompTIA Linux Certified | MIL 900 courses |
| Dr. Raymond Letteer USMC Civilian Adjunct | D.Sc. Cyber Security M.S. Network Security/Information Assurance B.A. Political Science A.A.S. Communications Technology | MIL 800 and 900 courses |
| Dr. Ian McAndrew Full time | Ph.D. Mechanical Engineering M.Sc. Manufacturing Engineering M.A. Education Management Post-Graduate Diploma in Education B.Sc. (Hons) Mechanical Engineering B.A. Production Engineering | MIL 900 courses |
| Dr. Stephen McCaskey AWFCS, USN (Ret.) Full time | Ph.D. Workforce Education and Development M.S. Workforce Education and Development B.S. Aviation Management | MIL 800 and 900 courses |

ADDITIONAL JUSTIFICATION FOR KEY FACULTY:

Capitol Technology University's instructors for this program are leading experts in military leadership as well as intelligence, signals intelligence, counterterrorism, technology, cybersecurity, and additional fields found in the U.S. Armed Forces and other country's military forces.

Dr. Soren Ashmall, LtCol, USMC (Ret.)

1. Dr. Ashmall is a seasoned professor at Capitol Technology University. In addition to his career in academia, Dr. Ashmall has also worked as a Senior Director of Business Development for General Dynamics Information Technology, involving significant projects in the United States and overseas. He has held other senior positions at commercial companies and U.S. government agencies. Dr. Ashmall is an expert in signals intelligence, intelligence, terrorism, and counterterrorism. He retired as a Lieutenant Colonel from the United States Marine Corps in 2009 following over 21 years of continuous active duty military service. He served as an Intelligence Officer, Signals Intelligence Officer, and Electronic Warfare Officer during his military career. Dr. Ashmall conducted operations worldwide in support of national and international missions. He held positions of increasing authority throughout his career, including service as a Vice Chairman, Commanding Officer, Executive Officer, Operations Officer, Officer-In-Charge, and Division Head multiple times at Headquarters, U.S. Marine Corps. He is also an expert in resources, having directed all resourcing and budgeting for Marine Corps Intelligence, regularly briefed U.S. Congressional Committees, directed all signals intelligence policy for the Marine Corps, led a large national event for the Marine Corps, and held fiscal responsibility for hundreds of millions of dollars during his military career.

Dr. Richard Baker, Col, USAFR (Ret.)

2. Dr. Richard Baker has served as the Chair and a member of Indiana State University's Department of Aviation Technology. The Director of Indiana State University's Center for Unmanned Systems and Human Capital Development, Baker holds a bachelor's degree in Mathematics and a master's degree in Computer Science from Indiana State University. He received his doctorate in Information Systems from Nova Southeastern University. Baker has been instrumental in the successful launch of ISU's Center for Unmanned Systems and directs the research and collaboration efforts with strategic partners. Baker brings many years of executive-level experience in Information Technology (IT) from companies such as General Motors and Electronic Data Systems (EDS). Before entering the academic world, he also had extensive experience in the aviation industry. Baker served as the Director of Human Factors and Safety for American Airlines, where his responsibilities included CRM and safety training for all pilots and flight attendants. He received professional certification in Risk Management from the Transportation Safety Institute. Baker retired as a Colonel from the Indiana National Guard in 2003, where he held command positions including Indiana State Director of Operations, Indiana State Director of Support, 181st Fight Wing Support Group Commander, 181st Mission Support Squadron Commander, and 181st Chief of Supply. During his tenure with the Air Guard, he was a Weapons Systems Officer in the F-4. He worked extensively with airspace issues, rapid response teams for counterterrorism, the Counterdrug Operations at the United States Joint Forces Command, and was a trainer for the Air National Guard's Domestic Preparedness Operations. Dr. Baker also earned the rank of Fellow of the Royal Aeronautical Society (FRAeS)--the highest grade attainable in the UK's Royal Aeronautical Society.

Dr. Stephen McCaskey, AWFCS, USN (Ret.)

3. Dr. Stephen McCaskey developed a solid background in aviation during his twenty years in the United States Navy. As a C-130 and P-3 Flight Engineer with over 5,000 flight hours, he became an expert in aircraft systems, weight and balance, emergency procedures, aircraft flight profiles, flight safety, and aircrew flight equipment. This considerable systems knowledge allowed him to obtain an FAA Airframes and Power Plant license. He retired from the U.S. Navy after 20 years of service in Naval Aviation.

Dr. William Butler, Col, USMCR (Ret.)

4. Dr. William Butler is currently Director, Center for Cybersecurity Research and Analysis at Capitol Technology University. Prior to this appointment in 2013, Dr. Butler worked in the networking and IT industries as a network engineer and consultant for over 20 years. Dr. Butler also served as a joint qualified communications information systems officer in the U.S. Marine Corps. He retired as a Colonel with 30 years of service (active and reserve). Dr. Butler also holds a doctorate in cybersecurity from Capitol Technology University.

2. **Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidence-based best practices, including training in:**

a) Pedagogy that meets the needs of the students

The primary pedagogy for faculty at Capitol Technology University is the Active Learning model. The university believes strongly in a highly interactive, thinking, and hands-on experience for students in each class to the maximum extent possible.

It was two Missouri State professors, historian Charles Bonwell and psychologist James Eison, who coined the term “active learning.” In their 1991 book on the subject, *Active Learning: Creating Excitement in the Classroom*, they offered this definition of the concept: “active learning involves students in doing things and thinking about the things they are doing.”

The definition, though it seems circuitous, marks a definitive pedagogical shift in college teaching and learning. Rather than think about what they are watching, hearing, or reading, students are first encouraged to be “doing” something in class, and then to apply critical thought and reflection to their own classroom work and activity. Their argument was backed up by research. Even Bligh, 20 years earlier, had pointed out that the immediate rehearsal of new information and knowledge had a significant impact on learning.

This approach is as helpful in the sciences as it is in the arts or humanities: whether it’s organic chemistry, creative writing, or behavioral economics, concepts are all best understood through repeated practice and open, social exploration. The central tenet of active learning is that practice matters, and that classroom time is better spent giving students opportunities to work with concepts over and over, in a variety of ways and with opportunities.

The central tenet of active learning — that practice and interaction matters— can be applied across disciplines for immediate feedback, so that knowledge can take hold in their own minds.

(Source: Preville, P. *Active Learning: The Perfect Pedagogy for the Digital Classroom: An Essential Guide for the Modern Professor*)

All faculty receive regular periodic and recurring pedagogical training during the academic year. Those training sessions occur in a hybrid format – simultaneously live online and live on-ground in the classroom. The sessions are designed to reach all faculty, both full-time and adjunct, in order to ensure everyone receives the training. Additionally, the sessions are recorded for those faculty who cannot attend the live training session due to other professional and teaching commitments.

b) The Learning Management System

The University’s Department of Online Learning and Information Technology Division supports faculty and students' online program needs. The Department of Online Learning and IT Department’s Help Desk provide 24-hour support to the faculty. Canvas is the University’s online Learning Management System. When a new faculty member is assigned to teach an online course, the Department of Online Learning provides formal training for the instructor. New faculty are assigned an experienced faculty mentor to ensure a smooth transition to the online environment as well as to ensure compliance with the institution’s online teaching pedagogy. The University believes this provides the highest-level learning experience for the faculty member and, in turn, students attending online classes.

c) Evidenced-based best practices for distance education, if distance education is offered.

Faculty at Capitol Technology University receive training in Keller's ARCS Motivational Model and his associated strategies for distance education/online learning.

A model used in the online delivery of teaching and learning to increase learner motivation is Keller's ARCS motivational model. This model has been considered an important element in online education because of its implications on increased learner motivation and learning outcomes. The Keller's model consists of motivating students by maintaining and eliciting attention (A), such as virtual clinical simulations; making the content and format relevant (R), by modeling enthusiasm or relating content to future use; facilitating student confidence (C), by providing "just the right challenge"; and promoting learner satisfaction (S), by providing reinforcement and praise when appropriate. Examples of Keller's model include increasing motivation including the arousal of curiosity of students, making the connection between learning objectives and future learning goals, autonomous thinking and learning, and fostering student satisfaction. Keller's ARCS model has been researched by various educational online programs to analyze student motivation and learning outcomes. Keller's model serves as an example and guide for instructors to motivate and increase online engagement with their students as well as research purposes.

A qualitative study by Chan Lin investigated online student learning and motivation. Discussion boards, student projects, and reflection data were collected and analyzed from a 12-week web-based course. Respondents indicated the importance of online feedback from the instructor and peer modeling of course tasks to visualize learning progress. The study revealed using Keller's ARCS strategies fosters greater student online engagement by fostering self-efficacy and a sense of accomplishment.

In a mixed-method study, assessing the use of Keller's ARCS on instructional design, the use of educational scaffolding fostered positive levels of student motivation. Relevancy, attention, confidence, and satisfaction were all common factors associated with student success in the course and course completion.

(Source: Pinchevsky-Font T, Dunbar S. Best Practices for Online Teaching and Learning in Health Care Related Programs. The Internet Journal of Allied Health Sciences and Practice. January 2015. Volume 13 Number 1.)

All faculty receive regular periodic and recurring training on evidence-based practices for distance education/online learning during the academic year. Those training sessions occur in multiple formats: asynchronous, synchronous (i.e., live online), hybrid (i.e., simultaneously live online and live on-ground), and on-ground in the classroom. The sessions are designed to reach all faculty, both full-time and adjunct, to ensure all members receive the training. Additionally, the live sessions are recorded for those faculty who cannot attend the live training session due to other professional commitments or who are teaching classes at the training delivery time.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12):

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be**

implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

Library Services: The Puente Library offers extensive services and a vast collection for Capitol Technology University students to succeed academically. Library resources are available digitally. The library also provides a mailing service for materials borrowed through the Maryland system.

The library is currently supporting the following degrees at the undergraduate level: B.S. in Astronautical Engineering, B.S. in Aviation Professional Pilot, B.S. in Computer Engineering, B.S. in Computer Engineering Technology, B.S. in Computer Science, B.S. in Construction Information Technology and Cybersecurity, B.S. in Construction Management and Critical Infrastructure, B.S. in Construction Safety, B.S. in Counterterrorism, B.S. in Cyber Analytics, B.S. in Cybersecurity, B.S. in Data Science, B.S. in Electrical Engineering, B.S. in Electrical Engineering Technology, B.S. in Engineering Technology, B.S. in Facilities Management and Critical Infrastructure, B.S. in Information Technology, B.S. in Management of Cyber and Information Technology, B.S. in Mechatronics Engineering, B.S. in Mechatronics and Robotics Engineering Technology, B.S. in Mobile Computing, B.S. in Professional Trades Administration, B.S. in Software Engineering, and B.S. in Technology and Business Management, B.S. in Unmanned and Autonomous Systems, and B.S. in Web Development.

The library is currently supporting the following degrees at the graduate level: Master of Business Administration (M.B.A.), Master of Science (M.S.) in Astronautical Engineering, M.S. in Aviation, M.S. in Aviation Cybersecurity, M.S. in Computer Science, M.S. in Construction Cybersecurity, M.S. in Construction Safety, M.S. in Critical Infrastructure, M.S. in Cyber Analytics, M.S. in Cybersecurity, M.S. in Information Systems Management, M.S. in Engineering Technology, M.S. in Internet Engineering, M.S. in Unmanned and Autonomous Systems Policy and Risk Management, Technical Master of Business Administration (T.M.B.A.) in Business Analytics and Data Science, and T.M.B.A. in Cybersecurity, Doctor of Science (D.Sc.) in Cybersecurity, Doctor of Philosophy (Ph.D.) in Artificial Intelligence, Ph.D. in Aviation, Ph.D. in Business Analytics and Data Sciences, Ph.D. in Construction Science, Ph.D. in Counterterrorism, Ph.D. in Critical Infrastructure, Ph.D. in Cybersecurity Leadership, Ph.D. in Emergency and Protective Services, Ph.D. in Human Factors, Ph.D. in Manufacturing, Ph.D. in Occupational Health and Safety, Ph.D. in Operational Technology, Ph.D. in Product Management, Ph.D. in Quantum Computing, Ph.D. in Real Estate Management, Ph.D. in Technology, Ph.D. in Technology/M.S. Research Methods Combination Program, and Ph.D. in Unmanned Systems Applications.

Therefore, the library is fully prepared to support a **Ph.D. in Military Leadership**.

Services provided to online students include:

- “Ask the Librarian”
- Research Guides
- Tutorials
- Videos
- Online borrowing

The John G. and Beverley A. Puente Library provides access to management, decision science, and research methods materials through its 10,000-title book collection, e-books, and 90 journal subscriptions. The library will continue to purchase new and additional materials in the management, decision science, and research methods to maintain a current collection in all degree subject areas. Students can also access materials through the library's participation in Maryland's Digital eLibrary Consortium. This online electronic service provides access to numerous databases (Access Science, NetLibrary) that supply students with the documents they need. Available databases include ProQuest, EBSCO, ACM, Lexis Nexis, Taylor Francis, and Sage Publications.

The Puente Library can provide historical management and decision science materials through its membership in the Maryland Independent College and University Association (MICUA) and the American Society of Engineering Education (ASEE). Reciprocal loan agreements with fellow members of these organizations provide the library access to numerous research facilities that house and maintain archives of management and decision science documents. The proximity of the University of Maryland, College Park, and other local area research and academic libraries provide the Puente Library with quick access to these materials.

The library currently supports the needs of students at the undergraduate, master's, and doctoral levels.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13):

- 1. Provide an assurance that the physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President regarding adequate equipment and facilities to meet the program's needs.**

The program will not require new facilities for the program. The online class platform is web-based and requires no additional equipment for the institution. The current Learning Management System, Canvas, and Zoom meet the needs of the degree program. The Business and Technology Lab, Computer Science Lab, Cyber Lab, Robotics Lab, and Unmanned Systems Lab meet the students' potential research needs. The labs provide both local and virtual support.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

a. An institutional electronic mailing system

Capitol Technology University provides an institutional electronic mailing system to all students and faculty. The University requires all students and faculty in all the institution's course delivery modalities to use the university's email system. Capitol Technology University students and faculty must also use the institution's email addresses (e.g., xxxxxxxx@captechu.edu) in all University matters and communications. The University uses the email capabilities in Microsoft Office 365 and Microsoft Outlook.

b. A Learning Management System that provides the necessary technological support for distance education

Capitol Technology University provides a robust Learning Management System (LMS) through the use of the Canvas LMS by Instructure (www.canvaslms.com). The University also pairs Canvas with Zoom (zoom.us) to provide a platform for every student and faculty member to meet face-to-face in a synchronous “live” mode of communication. The University requires Canvas for every class; thus, every course has a classroom on Canvas and Zoom. All syllabi, grades, and assignments must be entered into Canvas on a timely basis throughout the semester.

Canvas provides the world’s most robust LMS. It is a 21st Century LMS; Canvas is a native cloud, Amazon Web Service hosted system. The system is adaptable, reliable, and customizable. Canvas is easy to use for students and faculty. The system is fully mobile and has proven to be timesaving when compared to other systems. The following list provides the features of the system:

Time and Effort Savings

- **CANVAS DATA**
Canvas Data parses and aggregates more than 280 million rows of Canvas usage data generated daily.
- **CANVAS COMMONS**
Canvas Commons makes sharing a whole lot easier.
- **SPEEDGRADER ANNOTATIONS**
Preview student submissions and provide feedback all in one frame.
- **GRAPHIC ANALYTICS REPORTING ENGINE**
Canvas Analytics helps you turn rich learner data into meaningful insights to improve teaching and learning.
- **INTEGRATED MEDIA RECORDER**
Records audio and video messages within Canvas.
- **OUTCOMES**
Connect each learning outcome to a specific goal, so results are demonstrated in clearly measurable ways.
- **MOBILE ANNOTATION**
Open, annotate, and submit assignments directly within the Canvas mobile app.
- **AUTOMATED TASKS**
Course management is fast and easy with automated tasks.
- **NOTIFICATION PREFERENCES**
Receive course updates when and where you want - by email, text message, even Twitter or LinkedIn.
- **EASE OF USE**

A familiar, intuitive interface means most users already have the skills they need to navigate, learn, and use Canvas.

- **IOS AND ANDROID**
Engage students in learning anytime, anywhere from any computer or mobile device with a Web-standard browser.
- **USER-CUSTOMIZABLE NAVIGATION**
Canvas intelligently adds course navigation links as teachers create courses.
- **RSS SUPPORT**
Pull feeds from external sites into courses and push out secure feeds for all course activities.
- **DOWNLOAD AND UPLOAD FILES**
Work in Canvas or work offline—it's up to you.
- **SPEEDGRADER**
Grade assignments in half the time.

Student Engagement

- **ROBUST COURSE NOTIFICATIONS**
Receive course updates when and where you want—by email, text message, and even Facebook.
- **PROFILE**
Introduce yourself to classmates with a Canvas profile.
- **AUDIO AND VIDEO MESSAGES**
Give better feedback and help students feel more connected with audio and video messages.
- **MULTIMEDIA INTEGRATIONS**
Insert audio, video, text, images, and more at every learning contact point.
- **EMPOWER GROUPS WITH COLLABORATIVE WORKSPACES**
By using the right technologies in the right ways, Canvas makes working together easier than ever.
- **MOBILE**
Engage students in learning anytime, anywhere from iOS or Android, or any mobile device with a Web-standard browser.
- **TURN STUDENTS INTO CREATORS**
Students can create and share audio, video, and more within assignments, discussions, and collaborative workspaces.
- **WEB CONFERENCING**
Engage in synchronous online communication.
- **OPEN API**
With its open API, Canvas easily integrates with your IT ecosystem.

- **BROWSER SUPPORT**
Connect to Canvas from any Web-standard browser.
- **LTI INTEGRATIONS**
Use the tools you want with LTI integrations.
- **MODERN WEB STANDARDS**
Canvas is built using the same Web technologies that power sites like Google, Facebook, and Twitter.

Lossless Learning

- **CANVAS POLLS**
Gauge comprehension and incorporate formative assessment without the need for “clicker” devices.
- **MAGICMARKER**
Track in real-time how students are performing and demonstrating their learning.
- **QUIZ STATS**
Analyze and improve individual assessments and quiz questions.
- **LEARNING MASTERY FOR STUDENTS**
Empower students to take control of their learning.

(Source: <https://www.canvaslms.com/higher-education/features>)

Capitol Technology University has been using Canvas for over five years. Canvas has proven to be a wholly reliable LMS system that provides the necessary technological support for distance education/online learning.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14):

1. Table 1: Resources.

TABLE 1: RESOURCES

| Resource Categories | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|------------------|------------------|--------------------|--------------------|--------------------|
| 1. Reallocated Funds | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2. Tuition/Fee Revenue (c + g below) | \$319,086 | \$653,904 | \$1,004,454 | \$1,372,104 | \$1,757,880 |
| a. Number of F/T Students | 0 | 0 | 0 | 0 | 0 |
| b. Annual tuition/Fee rate | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total F/T Revenue (a x b) | \$0 | \$0 | \$0 | \$0 | \$0 |
| d. Number of P/T Students | 19 | 38 | 57 | 76 | 95 |
| e. Credit Hour Rate | \$933 | \$956 | \$979 | \$1,003 | \$1,028 |
| f. Annual Credit Hour | 18 | 18 | 18 | 18 | 18 |
| g. Total P/T Revenue (d x e x f) | \$319,086 | \$653,904 | \$1,004,454 | \$1,372,104 | \$1,757,880 |
| 3. Grants, Contracts and Other External Sources | 0 | 0 | 0 | 0 | 0 |
| 4. Other Sources | 0 | 0 | 0 | 0 | 0 |
| TOTAL (Add 1 – 4) | \$319,086 | \$653,904 | \$1,004,454 | \$1,372,104 | \$1,757,880 |

A. Provide a narrative rationale for each of the resource categories. If resources have been or will be reallocated to support the proposed program, briefly discuss those funds.

1. Reallocated Funds

The University will not need to reallocate funds for the program.

2. Tuition and Fee Revenue

Tuition is calculated to include an annual 2.5% tuition increase. A 20% attrition rate has been calculated.

3. Grants and Contracts

There are currently no grants or contracts.

4. Other Sources

There are currently no other sources of funds.

5. Total Year

No additional explanation or comments needed.

2. Table 2: Program Expenditures.

TABLE 2: EXPENDITURES

| Expenditure Category | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------------|------------------|------------------|------------------|------------------|------------------|
| 1. Faculty (b + c below) | \$113,468 | \$155,071 | \$238,421 | \$325,843 | \$417,486 |
| a. #FTE | 1.5 | 2 | 3 | 4 | 5 |
| b. Total Salary | \$94,557 | \$129,226 | \$198,684 | \$271,536 | \$347,905 |
| c. Total Benefits (20% of salaries) | \$18,911 | \$25,845 | \$39,737 | \$54,307 | \$69,581 |
| 2. Admin Staff (b + c below) | \$5,942 | \$6,091 | \$6,244 | \$6,400 | \$6,559 |
| a. #FTE | .08 | .08 | .08 | .08 | .08 |
| b. Total Salary | \$4,952 | \$5,076 | \$5,203 | \$5,333 | \$5,466 |
| c. Total Benefits | \$990 | \$1,015 | \$1,041 | \$1,067 | \$1,093 |
| 3. Support Staff (b + c below) | \$59,885 | \$92,076 | \$125,837 | \$161,230 | \$198,313 |
| a. #FTE | 1.00 | 1.5 | 2 | 2.5 | 3 |
| b. Total Salary | \$49,905 | \$76,730 | \$104,864 | \$134,358 | \$165,261 |
| c. Total Benefits | \$9,980 | \$15,346 | \$20,973 | \$26,872 | \$33,052 |
| 4. Technical Support and Equipment | \$1,330 | \$2,850 | \$4,560 | \$6,460 | \$8,550 |
| 5. Library | \$0 | \$0 | \$0 | \$0 | \$0 |
| 6. New or Renovated Space | \$0 | \$0 | \$0 | \$0 | \$0 |
| 7. Other Expenses | \$7,600 | \$17,100 | \$28,500 | \$41,800 | \$57,000 |
| TOTAL (ADD 1-7) | \$188,250 | \$273,188 | \$403,562 | \$541,733 | \$687,908 |

A. Provide a narrative rationale for each expenditure category. If expenditures have been or will be reallocated to support the proposed program, briefly discuss those funds.

a. Faculty

Table 2 reflects the faculty hours in total, but this does not necessarily imply that these are new hire requirements.

b. Administrative Staff

Capitol Technology University will continue with the current administrative staff through the proposed time period.

c. Support Staff

Capitol Technology University will add additional support staff to facilitate the program.

d. Equipment

Software for courses is available free to students or is freeware. The University will purchase additional licenses for the LMS at the rate of \$70 per student in Year 1. The rate is estimated to increase by \$5 per year.

e. Library

Money has been allocated for additional materials to be added to the on-campus and virtual libraries to ensure the literature remains current and relevant. However, it has been determined that the existing materials serve this degree's needs due to the extensive online database.

f. New or Renovated Space

No new or renovated space is required.

g. Other Expenses

Funds have been allocated for office materials, travel, professional development, course development, marketing, and additional scholarships.

h. Total Year

No additional explanation or comments needed.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15):

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

The assessment process at the University consists of a series of events throughout the Academic Year. The results of each event are gathered by the University Assessment Team and stored in Canvas for analysis and use in annual reports, assessments, etc. The University Assessment Team analyzes the results, develops any necessary action plans, and monitors the implementation of the action plans.

Academic Year Assessment Events:

Fall Semester:

- At the August Faculty Retreat, the faculty reviews any outstanding student learning challenges that have not been adequately addressed. The issues are brought to the Academic Deans for review and development of implementation plans.
- Faculty submit performance plans consistent with the mission and goals of the University and department. The documents are reviewed and approved by the Academic Deans.
- Department Chairs and Academic Deans review the Graduating Student Survey data.
- Department Chairs and Academic Deans review student internship evaluations.
- Department Chairs and Academic Deans review grade distribution reports from the spring and summer semesters.
- Department Chairs and Academic Deans review student course evaluations from the Summer Semester.
- Departments conduct Industrial Advisory Board meetings to review academic curriculum recommendations. The Advisory Board meets to begin curriculum review or address special

issues related to the curriculum. Based on an analysis and evaluation of the results, the Academic Deans, faculty, and the advisory boards will develop the most effective strategy to move the changes forward.

- NOTE: A complete curriculum review for degrees occurs every two years. In most cases, the changes only require that the Academic Deans inform the Vice President of Academic Affairs and University President and provide a report that includes a justification, impact of the changes, and a strategic plan. Significant changes typically require the approval of the Executive Council.
- The Academic Deans attend the Student Town Hall and review student feedback with Department Chairs.
- Department Chairs conduct interviews with potential employers at our Career Fair.
- Post-residency, the Academic Deans meet with the faculty to review the student learning progress and discuss needed changes.

Spring Semester:

- Faculty Performance Plans are reviewed with faculty to identify divergent issues and adjust the plan as needed.
- Department Chairs and Academic Deans review grade distribution reports from the Fall Semester.
- Department Chairs and Academic Deans review the Graduating Student Survey data.
- Department Chairs and Academic Deans review student course evaluations from the Fall Semester and the Spring Semester (in May before the Summer Semester begins).
- Department Chairs and Academic Deans meet to review the content of the graduating student, alumni, and course surveys to ensure the surveys continue to meet the university's assessment needs.
- At the Annual Faculty Summit in May, the faculty review and discuss student learning challenges from the past academic year and provide recommendations to the Academic Deans. The results also lead to implementation plans for improvement.
- Department Chairs conduct interviews with potential employers at our Career Fair.
- Departments conduct Industrial Advisory Board meetings to review academic curriculum recommendations.

In addition to these summative assessments, the Academic Deans meet with the Department Chairs every week to review current student progress. This formative assessment allows for immediate minor changes, which increase faculty effectiveness and, ultimately, student outcomes.

The Faculty Senate meets monthly from August through April. The Faculty Senate addresses issues that impact student outcomes as those issues emerge. The leadership of the Faculty Senate then provides a report on the matter to the Academic Deans. The report may include a recommendation or a request to examine the issue with a committee further. In most cases, the changes only require the Academic Deans to inform the Vice President of Academic Affairs and University President and provide a report that includes a justification, impact of changes, and a strategic plan. Significant changes typically require the approval of the Executive Council.

2. **Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty**

satisfaction, and cost-effectiveness.

Student Learning Outcomes:

Student learning outcomes for the proposed **Ph.D. in Military Leadership** will be measured using the instruments identified in Section G and Section M as well as the assessment measures dictated by the accreditation requirements of the University's regional accreditor [i.e., Middle States Commission in Higher Education (MSCHE)]. This program meets the requirements of MSCHE. The University will also evaluate student achievement of the learning outcomes using the UK Quality Assurance Agency for Higher Education (QAA) Framework for Higher Education Qualifications and its related assessment tools. The University is in good standing with all its accrediting bodies.

Student Retention:

The University maintains a comprehensive student retention program under the Vice President for Student Engagement. The program assesses student retention at all levels, including the individual course, major, and degree. During the semester and term, the University's Drop-Out Detective capability, within its Learning Management System (i.e., Canvas), provides an early alert at the course level to potential retention issues. Within the Office of Student Life, Academic Advisors monitor Drop-Out Detective and contact students who appear to have problems with their academic performance. The Academic Advisors work with each student to create a plan to remove any barriers to success. The Academic Advisors also work with the course instructors to gain additional insight that may help correct the situation.

Each student also meets with their Academic Advisor each semester to evaluate their progress toward degree completion. An updated plan of action is developed for each student for their next semester's registration and each following semester through degree completion.

The Vice President for Student Engagement also meets regularly with the Vice President of Academic Affairs and Academic Deans to review student retention within each degree program and address any issues that appear to be impediments to degree completion.

Student and Faculty Satisfaction:

Evaluations and assessments of Student and Faculty satisfaction occur every semester. Faculty members are evaluated every semester by students enrolled in their courses. Students must complete a course evaluation online within a specified time frame at the end of the semester for every enrolled course, or they are locked out of Canvas (the University's Learning Management System) until they complete each survey. Every faculty member is also required to review each of their courses after each semester; the goal is to ensure up-to-date content, effective and efficient delivery methods, and appropriate outcomes.

The Department Chairs and Academic Deans review the student evaluations for every course offered at the University. The Department Chairs and Academic Deans also review faculty satisfaction every semester. If changes are needed at the course level, the faculty's changes are developed and implemented upon approval of the Department Chairs and Academic Deans. If changes are required at the faculty level, the Department Chairs will make the changes. At the end of the following semester, appropriate stakeholders analyze the results of a follow-on evaluation for the effectiveness of the changes. This cycle is an ongoing process.

Cost Effectiveness:

Based on the year-long inputs, evaluations, and reviews described in Section M.1, the Department Chairs and Academic Deans prepare the proposed academic budget for each program for the upcoming year. Budget increases are tied to increasing student learning and performance as well as critical strategic initiatives.

The Interim Vice President of Finance and Administration also monitors each academic program throughout every semester and term for its cost-effectiveness. Additionally, the revenue and costs of every University program are reviewed annually by the Executive Council and Board of Trustees before approving the next year's budget.

N. Consistency with the State's Minority Student Achievement goals (as outlined in COMAR 13B.02.03.05 and the State Plan for Post-Secondary Education):

- 1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.**

Capitol Technology University is a majority-minority school. The programs attract a diverse set of students who are multiethnic and multicultural. The University actively recruits minority populations for all undergraduate and graduate-level degrees. Special attention is also provided to recruit females into the STEM and multidisciplinary programs at all degree levels – undergraduate, master's, and doctoral. The University will use the same approach for the **Ph.D. in Military Leadership**.

O. Relationship to Low Productivity Programs Identified by the Commission:

- 1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources, and general operating expenses) may be redistributed to this program.**

This program is not associated with a low productivity program identified by the Commission.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

- 1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

Capitol Technology University is fully eligible to provide distance education. The University has a long history of providing high-quality distance education. The University is accredited regionally by the Middle States Commission in Higher Education (MSCHE) and through three specialized accrediting organizations: Accreditation Board for Engineering and Technology (ABET), NSA, and DHS. All four accrediting organizations have reviewed the University's distance education program as part of their accreditation process. Capitol Technology University is fully accredited by MSCHE, ABET, NSA, and DHS. The University is in good standing with all its accrediting bodies.

- 2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

Capitol Technology University has a long history of providing high-quality distance education/online learning that complies with the Council of Regional Accrediting Commissions (C-RAC) Interregional Guidelines for the Evaluation of Distance Education. The University will also continue to abide by the C-RAC guidelines with the proposed **Ph.D. in Military Leadership**.

a. Council of Regional Accrediting Commissions (C-RAC) Interregional Guidelines for the Evaluation of Distance Education.

1. Online learning is appropriate to the institution's mission and purposes.

Online learning is consistent with the institution's mission, purpose, and history. Please refer to Section A of this proposal.

2. The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

All programs at the University – online, hybrid, and on-ground – are subject to the same regular planning, assessment, and evaluation processes. Please see Section M of this proposal for the detailed process.

3. Online learning is incorporated into the institution's systems of governance and academic oversight.

All programs at the University – online, hybrid, and on-ground – are subject to the same regular planning, assessment, and evaluation processes. Please see Section M of this proposal for the detailed process.

4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Online programs/courses meet the same accreditation standards, goals, objectives, and outcomes as traditional instruction at the University. The online course development process incorporated the Quality Matters research-based set of standards for quality online course design to ensure the academic rigor of the online course is comparable to the traditionally offered course. The University Academic Deans, chairs, and faculty review curriculum annually. Courses are reviewed at the end of each term of course delivery. This process applies to online and traditional classes. In addition, advisory boards are engaged in the monitoring of course quality to ensure quality standards are met regardless of the delivery platform.

5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Online programs/courses meet the same accreditation standards, goals, objectives, and outcomes as traditional classroom delivery. The University selects the learning platforms to ensure the high standards of the technical elements of each course. The Academic

Deans monitor any course conversion from in-class to online to ensure the online course is academically equivalent to the traditionally offered course. The Academic Deans also ensure the technology is appropriate to support the rigor and breadth of the course.

6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.

The Department of Doctoral Programs is staffed by a qualified University Academic Dean, Dr. Ian McAndrew, and supported by a Director of Doctoral Programs. Other appropriately credentialed faculty with multidisciplinary level skills will be part of the delivery process.

The program's curriculum evaluation will use the same processes as all other programs at the University. (Please see Section M.) All Capitol Technology University faculty teach in the traditional classroom environment and online. (Please see faculty qualifications in Section I of this document.)

7. The institution provides effective student and academic services to support students enrolled in online learning offerings.

Students can receive assistance in using online learning technology via several avenues. Student aides are available to meet with students and provide tutoring support in both subject matter and technology use. Tutors are available in live real-time sessions using Zoom or other agreed-upon tools. Pre-recorded online tutorials are also available.

In addition to faculty support, on-ground and online tutoring services are available to students in a one-on-one environment.

Laboratories (on-campus and virtual) are available for use by all students. Faculty and highly-qualified tutors staff the laboratories and provide academic support.

Library services and resources are appropriate and adequate. Please refer to Section J of this document and the attached letter from the University President. The library adequately supports the students learning needs.

8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

The University has made the financial commitment to the program (please refer to Section L). The University has a proven record of accomplishment in supporting degree completion.

9. The institution assures the integrity of its online offerings.

Current faculty serve on internal advisory boards that examine possible program changes, including course and program development. All faculty are selected on domain expertise and program-related teaching experience.

When new faculty or outside consultants are necessary for the design of courses offered, the University's Human Resource Department initiates a rigorous search and screening process to identify appropriate faculty to design and teach online courses. Again, all faculty are selected on domain expertise and program-related teaching experience

The University's online platforms offer several avenues to support instructors engaged in online learning. The Director of the Online Learning Division is highly skilled and trained in faculty development. Several seminars and online tutorials are available to the faculty every year. Mentors are assigned to new faculty. Best practice sharing is facilitated through the Academic Deans, Department Chairs, and formal meetings.

The assessment for online learning classes/students is the same for all academic programs at the University. Faculty provide required data on student achievement. The Learning Management System includes data on student achievement. Proof of these assessments is available during the class and following class completion to the Academic Deans and Department Chairs. The information is reported to the University's accreditation authorities such as MSCHE, NSA, and DHS on an annual basis.